



**GRANDVIEW HEIGHTS CITY
SCHOOLS 2008
ANNUAL REPORT**

GRANDVIEW HEIGHTS CITY SCHOOLS

Annual Report December 2008

As part of our efforts to provide the community with updated communications, the school district publishes an annual report. The annual report is intended to take a look back at the preceding year from both an academic and financial point of view. In addition, the annual report outlines goals and challenges for the coming year.

Cover	1st Grade students Jack Freeman and Audrey Wade integrate math and technology in Mrs. Edgell's class.
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SUPERINTENDENT'S MESSAGE

As the new year begins, many of you will look back at the past year before focusing on the year to come. Grandview Heights City Schools is no different. 2008 was certainly a great year. We were once again rated EXCELLENT by the State of Ohio. Our students passed 30 of 30 indicators on the State Report Card, we had the second highest performance index score in Franklin County, and in the first ever state reporting of Value-Added Measure, our students were found to have exceeded one year's growth in one year's time.

In addition, the high school earned the designation of National Blue Ribbon School. Only five high schools in the State of Ohio earned this designation. The high school was also recognized by the State Superintendent as a School of Distinction. In addition, the middle school earned the SOAR Award for Growth and Achievement.

These test scores and awards reinforce with all of us that when our community and our school district are committed to the children of Grandview Heights and Marble Cliff, great things happen. We are fortunate to live and work in a place where the community and school work cooperatively to provide the best educational opportunities for our youth.

While we often focus on testing to evaluate our success, we cannot forget the numerous co-curricular and extra-curricular activities we offer our students. From kindergarten to senior year, our students have opportunities to be engaged in a wide variety of offerings. Sports, music, robotics, Lego League, After School Adventures, and Kids Club are just a small sampling of the activities provided for our students. As a school district, we are thankful for the continued support from our families. With the commitment of time and of money, we are able to provide our students with a tremendous variety of opportunities.

As you view this report, you will find both academic and financial information. It is our hope that you find this information useful in forming a better understanding of our school district.

Please feel free to contact the Board of Education Office if you have any questions.

Ed O'Reilly
Superintendent
Grandview Heights City Schools

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Grandview Heights City Schools

Board of Education

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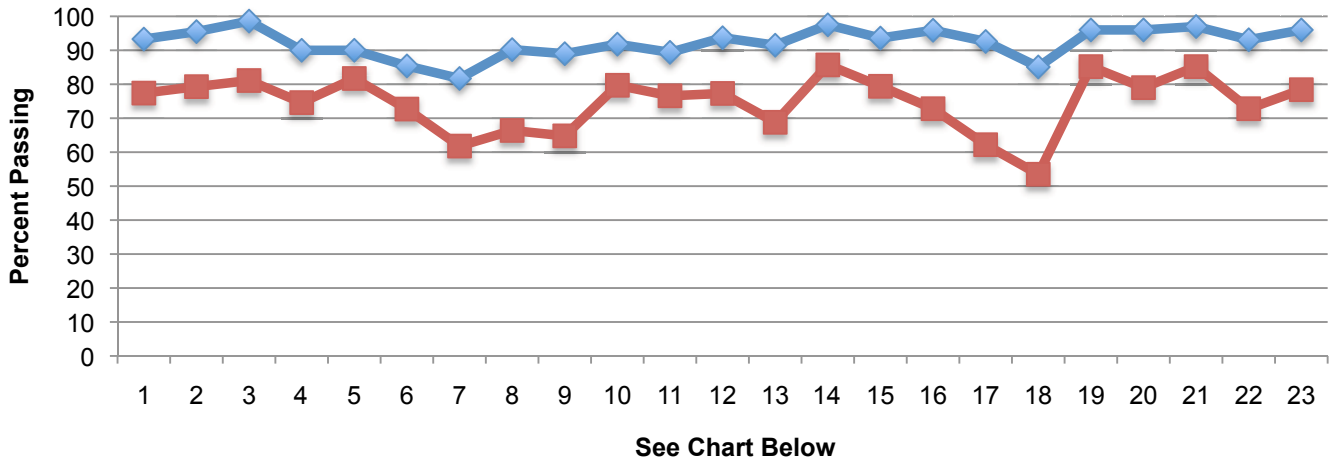
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Grandview Test Scores (BLUE) versus State Averages (RED)

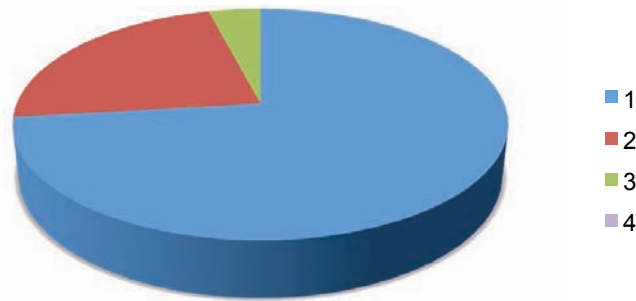


Test	Grandview Heights	State Average
1. 3 rd Reading	93.3%	77.4%
2. 3 rd Math	95.5%	79.3%
3. 4 th Reading	98.6%	81.1%
4. 4 th Math	90%	74.6%
5. 4 th Writing	90%	81.7%
6. 5 th Reading	85.4%	72.7%
7. 5 th Math	81.7%	61.8%
8. 5 th Science	90.2%	66.4%
9. 5 th Social Studies	89%	64.8%
10. 6 th Reading	91.8%	79.7%
11. 6 th Math	89.4%	76.6%
12. 7 th Reading	93.7%	77.3%
13. 7 th Math	91.5%	68.8%
14. 7 th Writing	97.5%	85.7%
15. 8 th Reading	93.6%	79.4%
16. 8 th Math	95.9%	72.8%
17. 8 th Science	92.6%	62.2%
18. 8 th Social Studies	85.1%	53.5%
19. 10 th Reading	96%	85.2%
20. 10 th Math	96%	79%
21. 10 th Writing	97%	85.2%
22. 10 th Science	93.1%	72.8%
23. 10 th Social Studies	96%	78.4%

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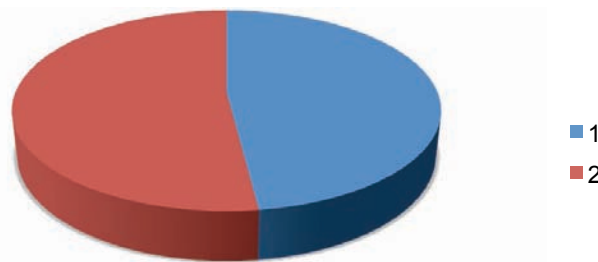
Local Taxes versus State Aid

Revenue by Source: Grandview Heights 2007-2008



1. Local Property Taxes	73.13%
2. State of Ohio	22.83%
3. Other Sources	04.02%
4. Refunds and Advances	00.01%

Revenue by Source: State Average for All Districts 2007-2008



1. Local Property Taxes	48%
2. State of Ohio	52%

Compared to most districts throughout the State, Grandview Heights and Marble Cliff residents are responsible for a larger share of local school funding. While the courts have declared this type of over-reliance on property taxes illegal, the legislature continues to use a funding model that requires our local taxpayers to shoulder the majority of costs associated with the operation of our schools.

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Financial Information

This page will provide you with a quick snapshot of the financial picture of the Grandview Heights City School District. For detailed reports, please visit our Fiscal Information Web page at: <http://www.grandviewschools.org/departments/fiscal.cfm>

As you look at these figures, it is important to understand that our fiscal year runs from July 1- June 30. Currently, we are in Fiscal Year 2009 (FY 2009). At the beginning of FY 2009, the school district had a cash balance of \$8,523,080. Due to complicated state laws, cash balances exist for a few years following a successful levy (our last successful levy was in 2005), and diminish over time. In a simplified explanation, while taxpayers vote on a specific millage when voting on a school levy, they are really voting on a set amount of tax dollars that will be collected. While expenses grow each year and property values in our community increase, the amount of actual dollars collected remains constant over the life of the levy. This is one reason why the cash balance diminishes over time.

State law requires each school district in Ohio to file a five year forecast each year. Because factors and conditions within our state are changing regularly, the values below are based on the information available today. Any changes at the state level can have a dramatic impact on these projections. Our school treasurer, Mr. David Knisley, updates the Web site during the year to keep the community apprised of our financial situation.

<u>Fiscal Year</u>	<u>Total Projected Revenues</u>	<u>Total Projected Expenditures</u>	<u>Projected Ending Cash Balance</u>
2009	\$12,187,152	\$15,705,308	\$5,004,924
2010	\$15,235,480	\$16,121,019	\$3,345,564
2011	\$15,113,298	\$16,537,630	\$1,898,154
2012	\$14,783,969	\$17,065,630	(\$405,774)
2013	\$14,570,498	\$17,065,630	(\$3,442,419)

For a more detailed report, please refer to the following two Web sites:

http://www.grandviewschools.org/UserFiles/Files/SUM_FIVE-YEAR%20FORECAST.pdf

http://www.grandviewschools.org/UserFiles/Files/SUM_FIIVE-YEAR%20FORECAST%20ASSUMPTIONS.pdf

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Historical Look at District Enrollment

<u>Year</u>	<u>GHHS</u>	<u>GHMS</u>	<u>Edison</u>	<u>RLS</u>	<u>District Total</u>
1999	449	308	295	233	1285
2000	444	297	291	231	1263
2001	404	289	289	236	1218
2002	427	282	293	202	1204
2003	393	302	274	189	1158
2004*	412	207	244	313	1176
2005	415	188	241	314	1155
2006	415	173	241	311	1140
2007	387	177	238	334	1136
2008	385	172	254	331	1142

*2004 was the year of the elementary restructuring/consolidation.



Mrs. Dunlevy provides real-life science experience for her students at Camp Ohio.

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Current District Initiatives

In order to help our community gain a better understanding of our current work, we have listed our major district initiatives and outlined each one. It is our hope that this will create dialogue between parents and teachers regarding how their child learns and how we utilize best practice to drive our instruction.

Understanding by Design (UbD)

Understanding by Design is:

- a backward planning **process** that begins “with the end in mind.” **What is it we want students to learn?** (Stage 1)
- **a framework** for designing assessments that align with the learning goals and allow students to demonstrate their understanding in a variety of ways and apply their learning to new situations. **How do we know if they learned it?** (Stage 2)
- a well-designed learning opportunity in which teachers anticipate possible misconceptions, engage students in critical thinking, and adapt the instruction to meet the needs of all learners. **What do we do if they haven’t learned it? What do we do if they have?** (Stage 3)

The stages of backward design

1. Stage 1: Identify desired results.
2. Stage 2: Determine acceptable evidence.
3. Stage 3: Plan learning experiences and instruction.

Intervention Assistance Team (IAT)

The IAT process is a collaborative problem-solving approach to design and deliver effective intervention. Our IAT model is based on the work of Margaret Searle. You will hear the term “growing the green” which refers to meeting the needs of students by adapting our school-wide instructional practices and providing school-wide supports. This part of the process is a critical factor in meeting the needs of ALL of our students by ensuring that our classrooms offer multiple opportunities to access learning. (Stage 3 of UbD)

Authentic Assessment

Authentic assessment refers to assessment opportunities for students that align with instruction and allow students to apply learning to real world situations.

There are two types of assessment we use in our daily instruction: assessment **of** learning and assessment **for** learning.

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Assessment OF Learning: This type of assessment shows what a student has learned at a certain point in time, and holds teachers and students responsible for meeting required standards. Examples include state assessments, district assessments, and classroom assessments for report card grading.

Assessment FOR Learning: This is an instructional practice that occurs *while the learning is happening*. Effective assessment **for** learning opportunities increase student understanding by scaffolding the learning, engaging students in self-reflection, and teaching them how to keep track of the progress they are making toward meeting the learning targets. This type of assessment informs students about themselves as learners.

Meaningful Teacher Evaluation

Meaningful teacher evaluation is not a form; it is a process. Our evaluation process is based on the work of Charlotte Danielson, Enhancing Professional Practice: A Framework for Teaching and the *Ohio Standards for the Teaching Profession*. This process clearly outlines performance objectives that align with best practices and district initiatives and allows for reflection and growth.

Charting the Course

Charting the course is simply our systematic approach at looking at current curriculum in order to ensure that our students gain the necessary skills and information that will allow them to compete in a global society.

EIMS Student, Ashley Wright concentrates on her art project.



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District Mission Statement

To Maximize and Personalize Every Student's Learning

District Goals For 2009

As the New Year begins, we look forward to 2009 with great anticipation. While we have accomplished much in 2008, we believe that our mission of maximizing and personalizing every student's learning drives us to continue to discover ways to improve our ability to help students learn. Below are some of the major goals we will strive to achieve during the coming year.

- *Continue our implementation of Understanding by Design.

- *Fully implement our newly developed IAT (Intervention Assistance Team) process.

- *Restructure the Teacher Evaluation Instrument.

- *Complete the Charting the Course Blueprint.

- *Continue to be good stewards of taxpayer dollars.

- *Improve our communication with the community.

- *Ensure we are prepared to implement the State-mandated Core Curriculum.

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Challenges in 2009 and Beyond

While the focus of the school district will always be on maximizing and personalizing every student's learning, many challenges exist that will require attention from both the school district and the community. If we are to continue to have a positive impact on student achievement, growth, and development, we must understand and plan to address the many challenges that we face in the coming years. Included in this year's annual report is a list of some of those challenges.

School Funding

Schools and communities throughout Ohio must be active participants in the process that will unfold in 2009. As the governor prepares to announce his plan to address our unconstitutional system of school funding, we will work through our representatives to ensure that school funding will be less reliant on property taxes.

School Board

The beginning of the 2009 school year will see Suzanne McLeod depart from the Board of Education. Her leadership and common sense approach will be missed. In addition, three board seats will expire this year. The November elections will have a definitive impact on our school district.

Grandview Yard

As this major city initiative moves forward, the agreement reached between Nationwide Reality Investors (NRI), the City of Grandview, and the Grandview Heights City Schools, will impact residents for a lengthy period of time. It is clear that NRI and the City will need to enter into a Tax Increment Financing (TIF) agreement in order for the project to move forward. Arriving at an agreement that is fair to all involved will be critical.

Levy Considerations

The Board of Education will need to weigh many factors as they consider the timing of future levies. The current five-year permanent improvement tax levy will enter the fifth and final year beginning January 1, 2010. In looking at the five-year forecast in this report, our cash balance continues to diminish. State budget, the governor's funding plan, and Grandview Yard will become driving forces in these discussions.

Thank You

On behalf of our students and staff, please know how much we appreciate the support we receive from our families and from our community. We continue to provide excellent opportunities for our children because the entire community is committed to our children.